IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

DATE:	2/21/2014	
DEPARTMENT/PROGRAM:	Academic Services, Vice President Office	
PREPARED BY:	Kathy Berry Name	Signature
AREA DEAN/DIRECTOR:	Click here to enter text. Name	Signature
AREA VICE PRESIDENT:	Kathy Berry Name	Signature

IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals
Educational Master Plan 2012-15
Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

IMPERIAL VALLEY COLLEGE

SERVICE AREA PROGRAM REVIEW

I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

Academic Services provides leadership and support for all instructional programs, in support of the college mission.

II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

See attachment

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

See attachment

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

See attachment

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

See attachment

VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached "Process Improvement Opportunities" form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)

See attachment

SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Academic Services, Vice President for Academic Services Office
Opportunities for:
PROCESS #1: Improve marketing of class schedule on campus and in the community
Work efficiencies: The Academic Services staff in collaboration with Instructional Deans and Chairs who will collaborate with Student Services will develop a schedule based on student identified needs. The Schedule will be developed annually and marketed at key times throughout the year. Each session marketing campaign will be evaluated as to the efficiency of the marketing campaign.
Cost reductions: This will result in a cost increase
Contributions to student enrollment &/or success: Marketing the class schedule should assist the college in meeting the 2014-15 FTES target of 6824 FTES, inform students about the new Winter Session and Summer Session. Informing students of the schedule and support will assist with student success by helping students make informed decisions regarding courses.
Supports Institutional Goal and Objectives:Goal 2.1
PROCESS #2: Electronic Submission of Grades will shorten the grade submission time frame.
Work efficiencies: On-line submission of grades should reduce the time that is taken by faculty to submit grades at the end of the term or course.
Cost reductions: This should reduce the amount of time staff has to spend in over-time waiting for grades to be submitted or processing them once they are submitted.
Contributions to student enrollment &/or success: Students will have access to accurate individual grade information in a timely manner. This will help student plan future course work including transfers to another institution.
Supports Institutional Goal and Objectives: Objective 2, goal 1
PROCESS #3: Strategic Planning Online (SPOL) Assessment module will improve faculty compliance with identification and assessment of SLOs to 70% by stated deadlines.
Work efficiencies: Implementing the SPOL Assessment module for assessment will greatly improve the SLO assessment process by allowing faculty to enter assessment data in real time and then to create trend analysis of the SLO assessments, the system will allow multiple assessments of the same SLO and then create a singular trend analysis report.
Cost reductions: This process will be cost neutral.
Contributions to student enrollment &/or success: The assessment of Student Learning Outcomes will enhance the process of students learning by improving curriculum and instruction where appropriate.

Supports Institutional Goal and Objectives: 2.1 and 2.2
PROCESS #4: .Review and revise the composition of the Continuous Accreditation Readiness Team (CART).
Work efficiencies: .The CART team needs to have a more even distribution of academic and non-academic team members. The committee should consider developing sub-committees that are aligned with the Accreditation Standards. All members of the CART committee should have training on the accreditation module in SPOL.
Cost reductions: Cost Neutral
Contributions to student enrollment &/or success: Self-examination of the accreditation standards including, mission, student success and process to support student success are the basic building block of the college.
Supports Institutional Goal and Objectives: 1,2,3,4

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: The Catalog will be easy to use	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Catalog went through a substantive revision in 2012-13 and is now easy to use. A student survey was conducted that demonstrated that 97.3% of responders found that the Catalog was either somewhat easy or very easy to use. The ACCJC accreditation team commended the District on the Catalog and ease of use.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Final Grades will be submitted on time	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The faculty were sent daily reminders that grades were due during "Finals" week and then area Deans and Chairs were sent detailed information regarding who had not turned in Grades beginning the Wedneday before the deadline. Instructional Deans, Chairs and Staff called faculty on the deadline day to determine when grades would be turned in. This intensive sheparding of the grade submittal process improved final grade submittal process.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: The Class Schedule will be accurate	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The adoption of the online, real time schedule improved the accuracy of the schedule. Classes were added or canceled and information sent to students in a timely manner.	

Comments:

FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Effective transition of new CIO		☐ 1 ☒ 2 ☒ 3 ☒ 4
Objective: Provide an effective orientation, equipment and transition for the new CIO in 2014-15 through conferences, networking, Academic Staff Office orienation, President's Cabinet and participatory collaboration		
Task(s): The new CIO should attend the ACCA ADMIN 101, ACCJC ALO Workshops, CIO Conference, Currciulum Institute, SIDDICA CIO meetings, and Imperial County workshops and meetings. In addition the new CIO will need a lap-top in order to stay connected to the college when traveling or working in small groups		
Timeline: July 1, 2014 - June 30, 2015		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☒ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☒ Technology	$8,000 for travel $2,000 for Technology $10,000 total

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Instructional Staff will have accurate knowledge to perform assigned duties		☐ 1 ☐ 2 ☒ 3 ☐ 4
Objective: Instructional Staff will have knowledge of current rules, regulations and practices in order to properly perform duties as assigned		
Task(s): Staff should attend the following professional development activities such as: Curriculum Institute, ACCJC Accreditation Workshops, Degree Works Training, and 3CBG conferences as appropriate		
Timeline: July 1, 2014 - June 30, 2015		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☒ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$3,000

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Instructional Staff, Faculty and Academic Administrators will be trained in the use of Strategic Planning Online (SPOL) for planning, assessment and budget development.		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: All Department Chairs, Deans, faculty and staff will be trained in the use of SPOL for planning and assessment as appropriate.		
Task(s): Workshops will be conducted to train academic personal in the use of SPOL for planning and assessment		
Timeline: August 2014 - June 30, 2015		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☒ One-Time ☐ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☒ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$2,000

TOTAL BUDGET REQUEST	$15,000

1. How will your enhanced budget request improve student success?

   It is imperative that the new CIO have the proper internal and external information and tools to lead Academic Services. This will help inform the new CIO of state regulations, practices and networking opportunities within the State. In addition, the Academic Services Staff needs current information to assist the CIO, academic services, and the college process information, curriculum and enrollment management to improve instruction leading to student success.

   Comments: .

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link SAO to appropriate ISLO(s).]

SAO 1	**SERVICE AREA OUTCOME #1**	**ISLO(S)**
	Identify Outcome: Improve marketing of the class schedule on campus and in the commuity	☒ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: The FTES target for each term will be met and class fill rate will be 93% for each term	
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The fill rates have been between 90% - 94%, however, there was minimal marketing for the spring semester which resulted in less than our target FTES. A task force has been assigned to evaluate the marketing strategies and has made recommendations for next year that targets the main semesters, and then the	

	intersessions.	

SAO 2	SERVICE AREA OUTCOME #2	ISLO(S)
	Identify Outcome: The College will follow established enrollment management plans	☒ ISLO 1 ☐ ISLO 2 ☒ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: An annual schedule will be developed prior to the start of budget development to better inform the budget of instructional costs and to inform students of courses offered during different terms.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

SAO 3	SERVICE AREA OUTCOME #3	ISLO(S)
	Identify Outcome: All instructional programs will develop pathways for a two year period of time in which course offerings are identified and scheduled.	☒ ISLO 1 ☐ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Program Pathways will inform schedule development. Courses not listed on the program pathways will not be given priority in the schedule.	
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Program Pathways have been developed and shared with Student Services. Schedules have been devloped	

	utiizing Program Pathways. The use of the Pathways will need to be evaluated within the next year to dermine the effectiveness in student success and completion of programs.	